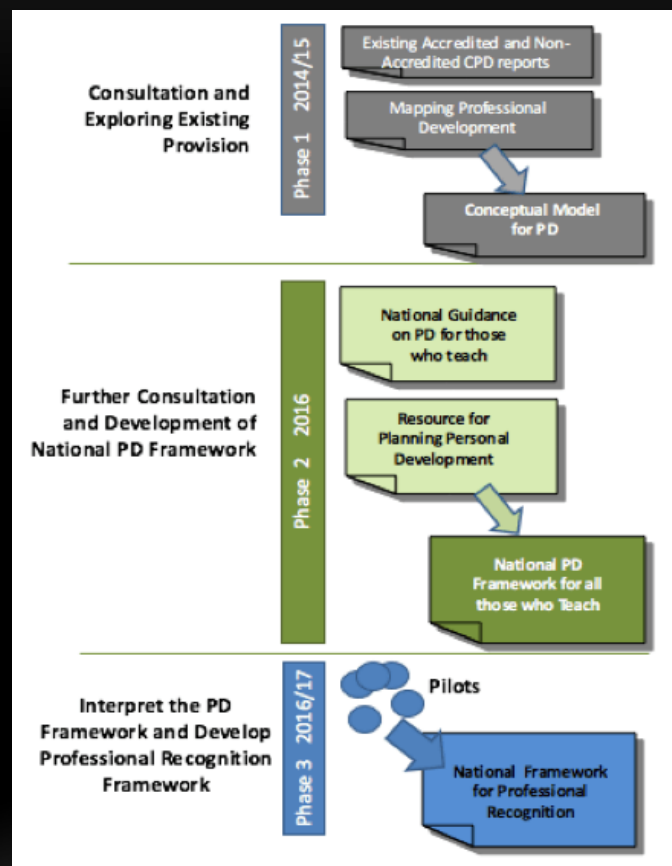


LEARNING FROM TEACHING

National forum PDF pilot: HECA Librarians

Rob McKenna

TIMELINE



ACCREDITING PD

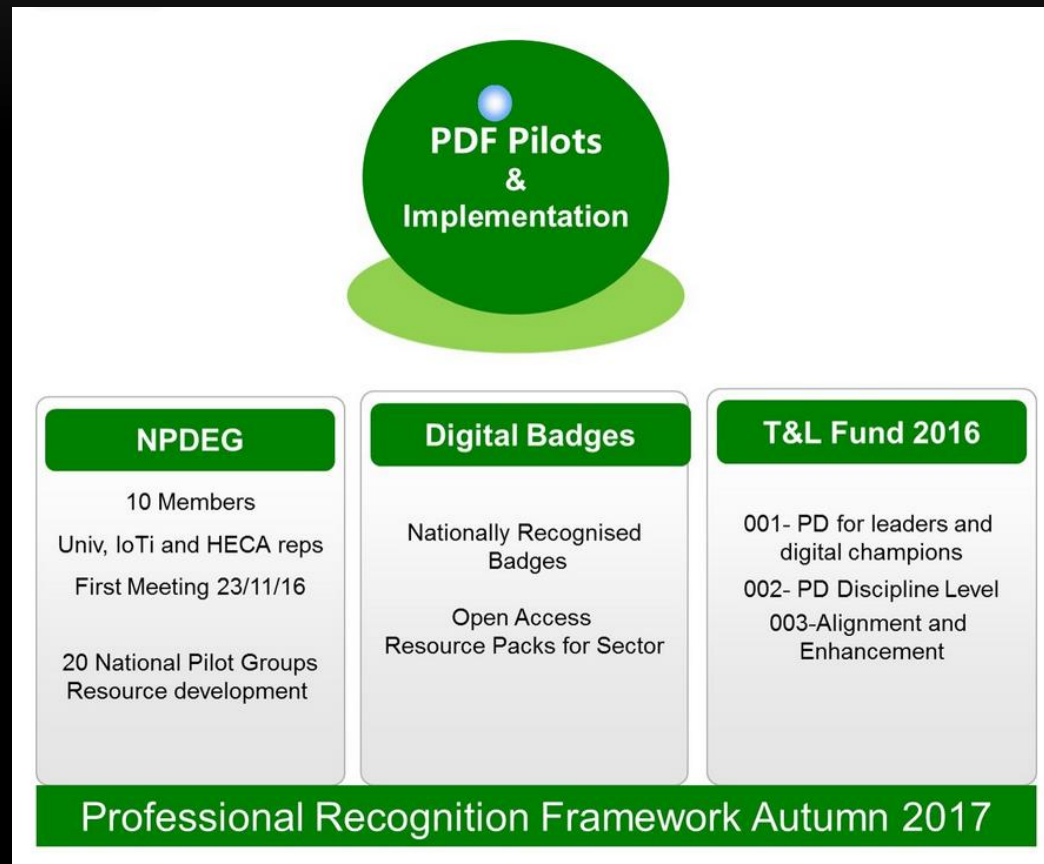




Figure 2: The domains, underpinned by the framework's values.

Table 1: Typology of Professional Development Activities

Non-Accredited			4. Accredited (formal) ⁴
1. Collaborative Non-accredited (informal) ⁴	2. Unstructured Non-accredited (non-formal) ⁴	3. Structured Non-accredited (non-formal)	
Learning from these activities comes from their collaborative nature	These activities are independently led by the individual. Engagement is driven by the individual's needs/interests. Individuals source the material themselves	Organised activities (by an institution, network or disciplinary membership body). They are typically facilitated and have identified learning objectives	Accredited programmes of study (ECTS or similar credits)
Examples – Conversations with colleagues, peer networking, peer observations, online blogs/discussion forums	Examples - Reading articles, following social media, self-study, watching video tutorials, keeping a reflective teaching journal/portfolio, preparing an article for publication	Examples - Workshops, seminars, MOOCs, conferences, summer schools, structured collaborative projects	Examples - Professional Certificate, Graduate Diploma, Masters, PhD, EdD in: Teaching and Learning, eLearning, Leadership in Education; Education Policy

TYPE



Figure 1: Types of learning

COLLABORATIVE PROCESS

Kickstart – discussion

Twitter – PD pilot

Workshop – portfolio and metadata

Video – Wordpress

PDF Pilots home and Teaching and learning

Workshop – wordpress

Workshop – wordpress

Workshop – wordpress and reflection

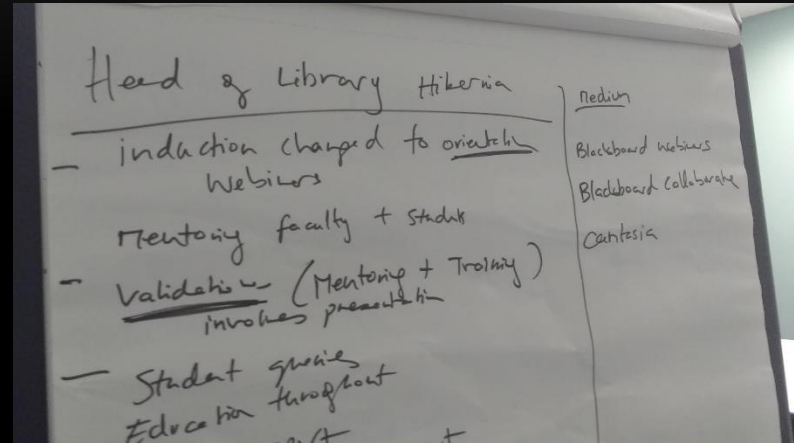
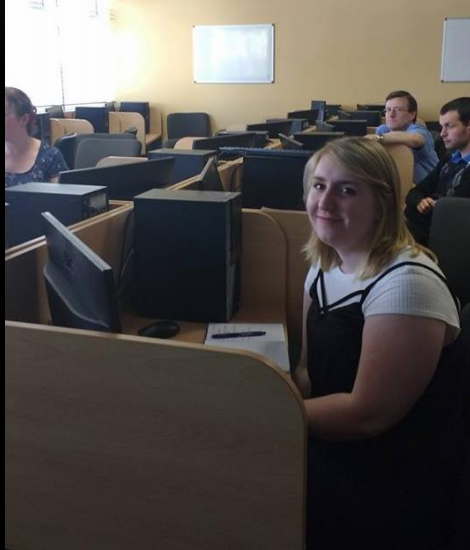
MEETINGS AND WORKSHOPS



MEETINGS AND WORKSHOPS

- Two initial setup meetings
- Four workshops on the portfolios





REFLECTION AND DOMAINS

Brookfield (2017) – Four lenses (adapted)

- The self
 - Literature and research
 - The patron/student
 - Colleagues
-

MOON DOUBLE ENTRY JOURNALS

Multiple layers of reflection

This activity is an extension of the idea of double entry journals where initial descriptive writing is subjected to reflection at a later stage, with the reflective writing usually written in a column alongside the description, or on the opposite page. Multiple layer reflection is where there is another and perhaps yet another review of the initial description and its initial reflection, perhaps taking in increasingly broad ranges of entries and seeking patterns.

ALL WORDSWORTH ON Y'ALL

- I don't want to get all Wordsworth at this point! I do however think that this is true. Your first draft should necessarily and correctly be narrative. When I give feedback on a reflection and suggest how it might develop, and the areas that you could profitably add to it this in no way invalidates your reflection. It just suggests that there is further work you can do to make it more reflective in the sense that we are looking for.
- This also, I hope, will help you navigate the tension between public and private.. Perhaps your draft reflections should only always be password protected and you should only present in public your worked on complete reflections. These would present the self (perform) as a learning reflective practitioner and would therefore be suitable for public consumption in the context of professional development. They would not be dishonest, think of it as the equivalent of only publishing the peer reviewed version of a paper, rather than your draft which was improved,
-
- Reference
- Moon, J. (2006) *Learning journals*. London, Routledge

DIEP

- Describe
- Interpret
- Evaluate
- Plan

MY SIMPLE SUGGESTION

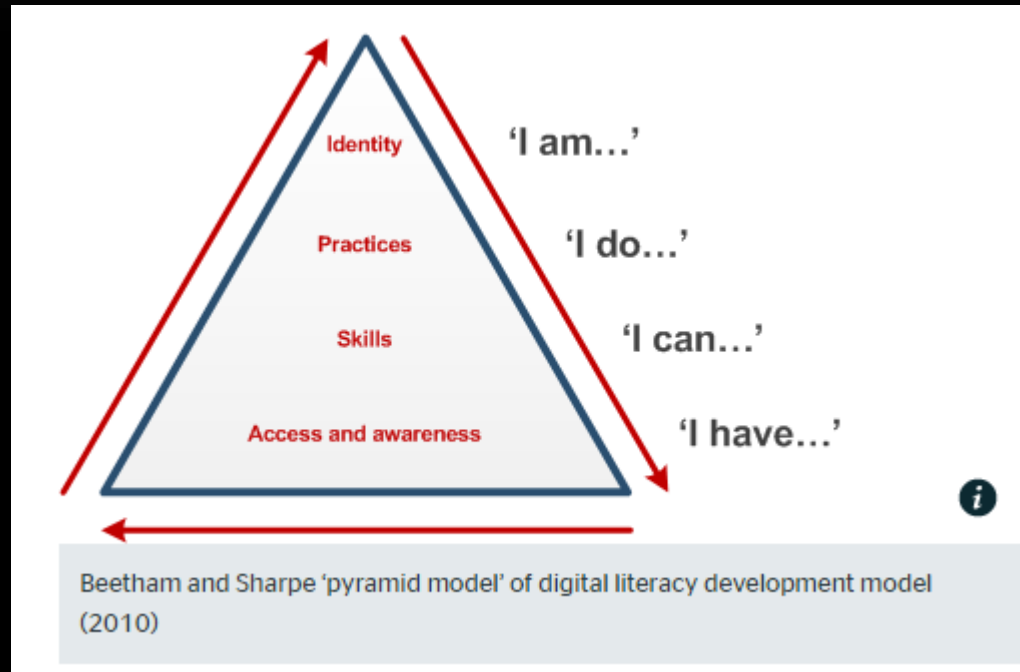
- Past
 - Present
 - Future
-

DOMAINS



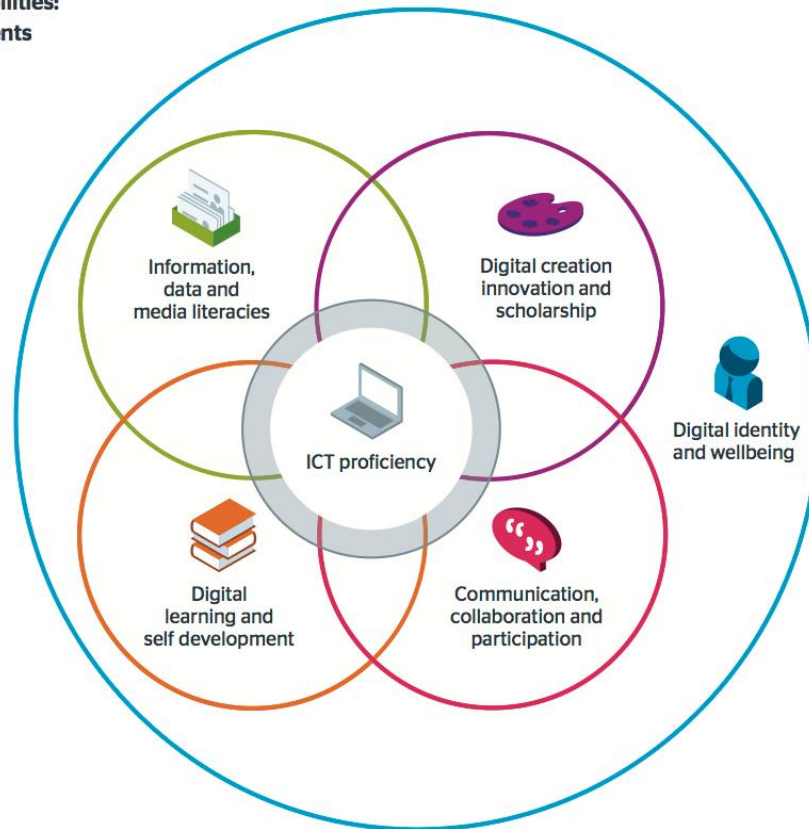
Figure 2: The domains, underpinned by the framework's values.

BECOMING DIGITAL



CAPABILITIES

Digital capabilities:
the six elements



IDENTITY

'We act as if being a man or being a woman is actually an internal reality or something that is simply true about us... but actually it's a phenomenon that is being produced all the time and reproduced all the time'

(Judith Butler)

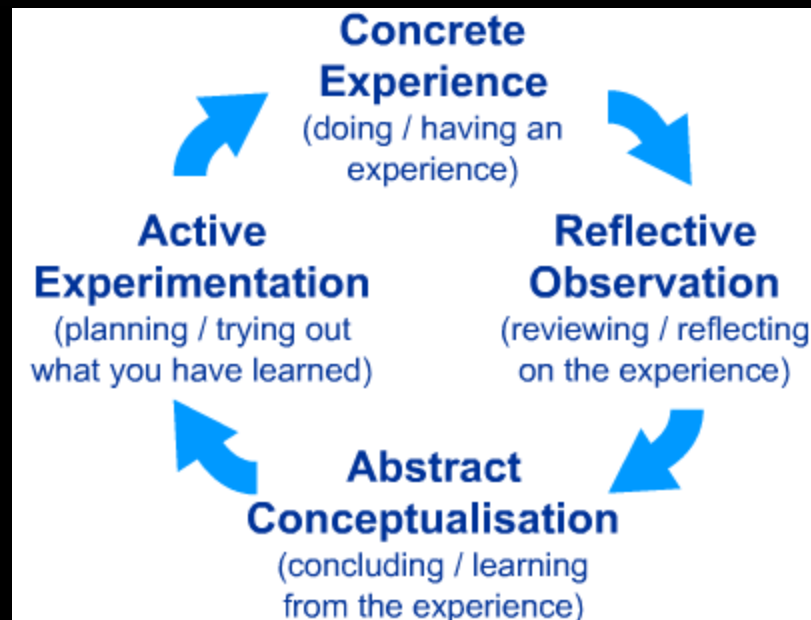
EUPORTFOLIO

Maturity	Context	Technology	Characteristics
Awareness	Individual and pioneers explore the power of digital technology to create the paperless ePortfolio.	The paperless portfolio: pdf files, spreadsheets, presentation software, databases, offline, mixed media, hypermedia	Stand alone, local
Exploring	The range of practices expands with the emergence of social media.	The online social portfolio, Internet, World Wide Web	Social, Internet
Developing	ePortfolio is adopted as institutional practice.	Rise of the ePortfolio Management Systems (ePMS)	Institutional, Intranet
Integrated	The need to make ePortfolio interact with other institutional system emerge.	Authentication, single sign on (SSO) for integration with other applications (e.g. LMS)	Interconnected with other systems
Transformative	The ePortfolio as <i>personal</i> and <i>community asset manager</i> , seamless interaction between individual, collective and institutional ePortfolios.	Open Badges, Open Credentials, public, distributed ledgers (blockchains)	Distributed under the full control of their authors

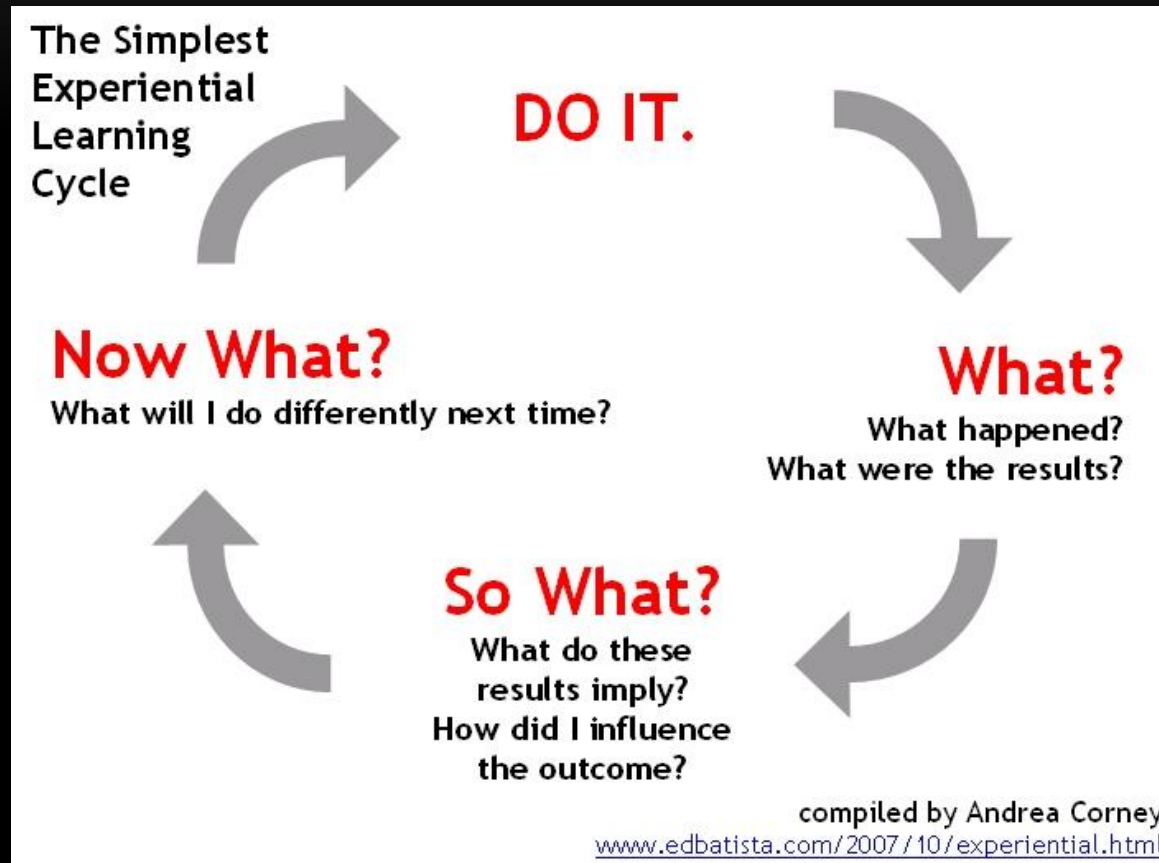
PROCESS



EPORTFOLIO PROCESS



PROCESS



EPORTFOLIO PRODUCT

<

Q E.g music, photography

View by

NEW!

Most Popular

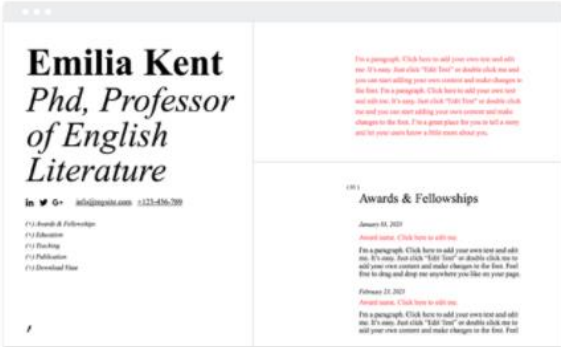
Blank Templates

Categories

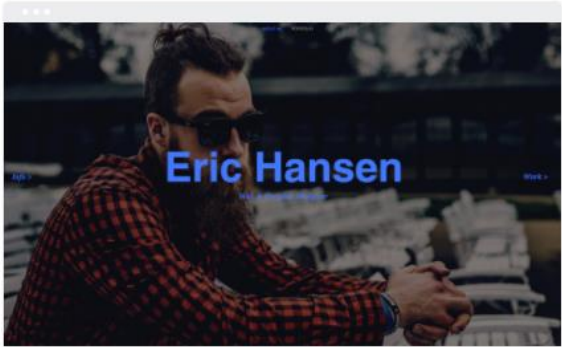
See All Templates

- > Business
- > Online Store
- > Photography
- > Video


Pick the Portfolio & CV website template you love




Academic CV



Web & Graphic Designer

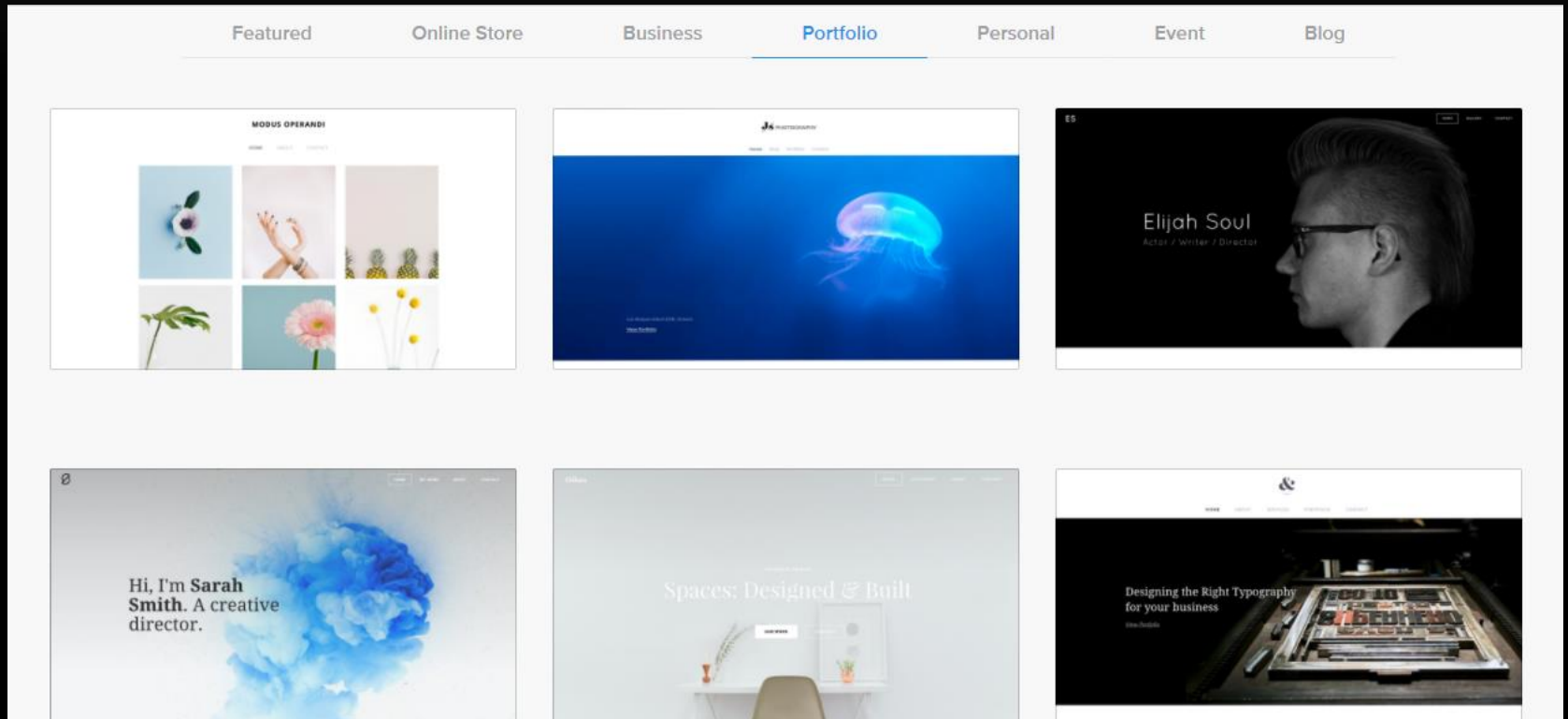


HENRY COOPER



ADAM SCHART

PRODUCT




THE PORTFOLIOS

NATIONAL FORUM T&L - HECA LIBRARY PD PROJECT

Dimphne Ní Bhraonáin


[HECA LIBRARIAN CPD PILOT GROUP](#)[ABOUT ME](#)[DOCUMENTING THE ACTIVITIES](#)[BLOG POSTS](#)



ACCREDITED (FORMAL)

MSc Information & Library Management


May 16, 2017 — 0 Comments




COLLABORATIVE NON-ACCREDITED (INFORMAL)

Zotero lab/ Using technology to support research

March 6, 2017 — 0 Comments



COLLABORATIVE NON-ACCREDITED (INFORMAL)



UNSTRUCTURED NON-ACCREDITED (NON-FORMAL)

CATEGORIES

- Accredited (formal)
- Collaborative non-accredited (informal)
- Unstructured non-accredited (non-formal)

TAGS

Personal and Professional Digital Capacity
Personal Development: The 'Self' in Teaching and Learning
Professional Communication and Dialogue
Professional Identity, Values and Development
Professional Knowledge and Skills

PORTFOLIOS

PDF Pilot Studies – A librarian reflects?

Recording and reflecting on CPD
activities as part of a pilot
project.

[Home](#)

[About](#)

[Blog](#)

CATEGORY CLOUD

Collaborative Non-accredited

(informal) Struct-

tured

Non-Ac-

credited

(non-for-



Home

As a member of the HECA library committee, I was delighted to be asked to take part in the 'Professional Development Framework Pilots', organized by the National Forum. It should provide an excellent opportunity to officially record and reflect on my CPD activity over a period of months. I will then map these activities to the National Professional Development Framework.

PDF PILOT

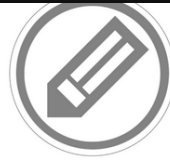
ePortfolio Justin Smyth, Librarian, CCT

HOME

The National Forum Professional Development Framework Pilot Project.

Justin Smyth, Librarian, CCT





PDF Pilot

[HOME](#) [ABOUT ME](#) [BLOG](#)

Your Professional Knowledge and Skills Base – LAI CPD PKSB Event



MAY 25, 2017 ~ [LEAVE A COMMENT](#)

This was a Library Association of Ireland (LAI) event I attended in March 2017. It introduced the professional Knowledge and Skills Base (PKSB) self-assessment tool created by the Chartered Institute of Library and

HECA PILOT PROJECT

Professional Development for Librarians

CATEGORY CLOUD

Collaborative
Non-accredited
(informal) Structured

Non-accredited (non-formal)

Unstructured

Non-accredited
(non-formal)

TAGS

Personal and Professional Digital Capacity

Professional

ABOUT ME





Mary's E-Portfolio Site

- E-Portfolio for Library Staff -



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PILOT STUDY NATIONAL FORUM FOR THE ENHANCEMENT OF TEACHING AND
LEARNING IN HIGHER EDUCATION

PROFESSIONAL DEVELOPMENT

An e-Portfolio by Marie O'Neill, Head of Library Services, Dublin Business School

TYPOLOGY OF PROFESSIONAL DEVELOPMENT ACTIVITIES

Accredited

(Formal)

Collaborative

Non-accredited

(informal) Structured non
accredited (Non Formal)

ABOUT



CPD PROJECT

[BLOG](#)[HOME](#)[PORTFOLIO](#)[ABOUT](#)

**Librarian professional
development recognition in
association with the NF T&L**

THE PDF PILOT AND THIS
EPORTFOLIO

DATA MAPPING AT AIRO

IT TALLAGHT AND KOHA DEMO

Posted on **May 29, 2017**



Myself and Debora showed two librarians from Tallaght IT a demo of Koha week. The librarians spend mourning with us learning about the front end of Koha. Tallaght IT is introducing Koha very soon. This meeting was arranged by our systems librarian David Hughes after a talk he gave recently on switching to Koha. The meeting was very useful as we exchanged information on inter library loans and overdue book systems. Tallaght IT adopted a point system for overdue books. The systems works on the basis that when students reach a points totals their college privileges are suspended and replacements costs are added. These systems contrasts with the system we use of monetary fines and replacement costs. The category this item falls under un-structured and the tag is professional communication and dialogue.

Posted in **Uncategorized, under structured non accredited, Unstructured non-accredited (non-formal)** [Leave a comment](#)

OWNERSHIP

- Tentative
- Lack of a sense of ownership
- Technical difficulty?

ROB MCKENNA

[Home](#) [Blog](#) [Portfolio](#) [Contact](#) [PD Domains](#)



The author is not fond of autophotography

[View Portfolio](#)

CPD PROJECT

[BLOG](#) [HOME](#) [PORTFOLIO](#) [ABOUT](#)

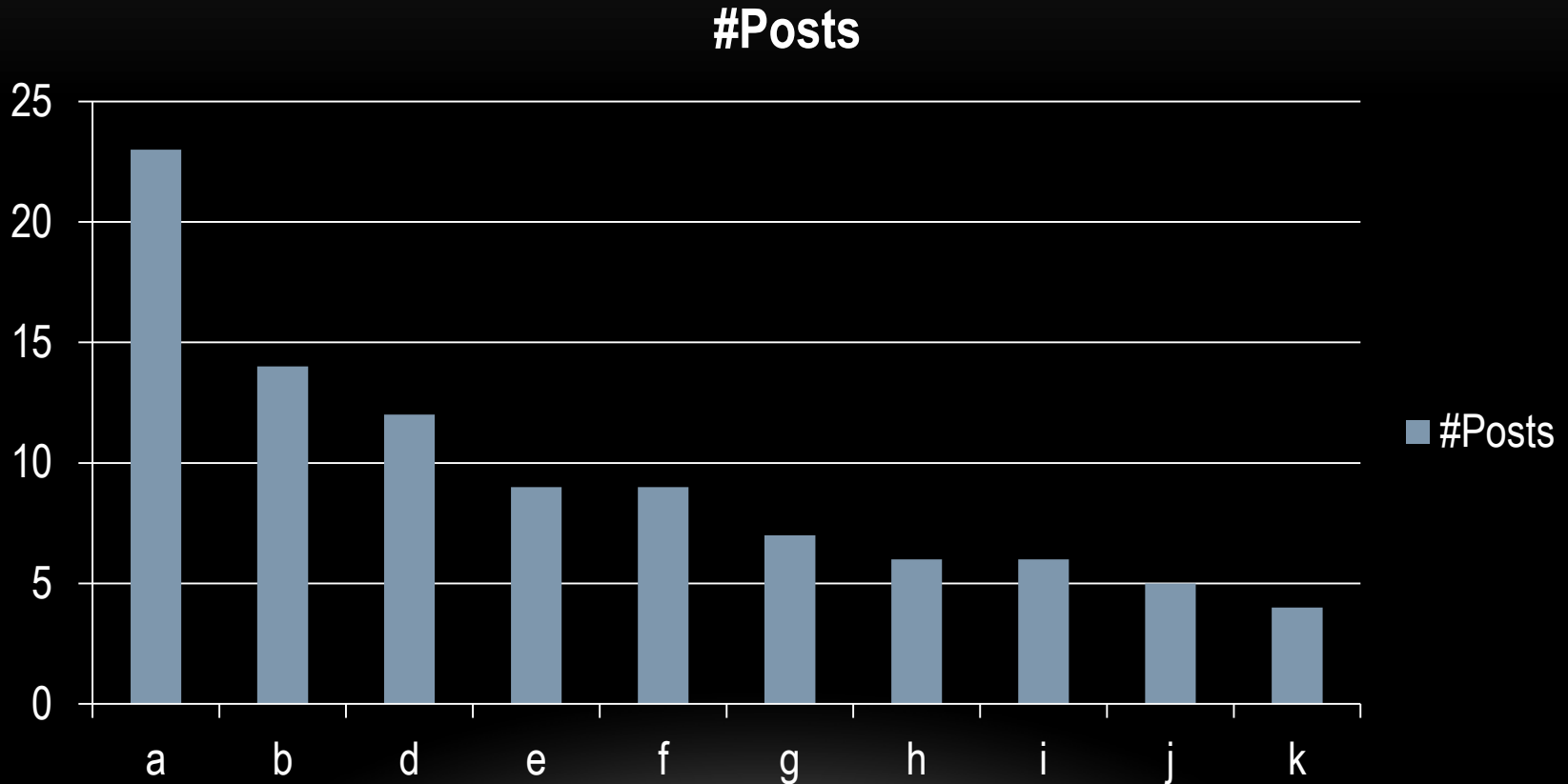


**Librarian professional
development recognition in
association with the NF T&L**

THE PDF PILOT AND THIS
EPORTFOLIO

DATA MAPPING AT AIRO

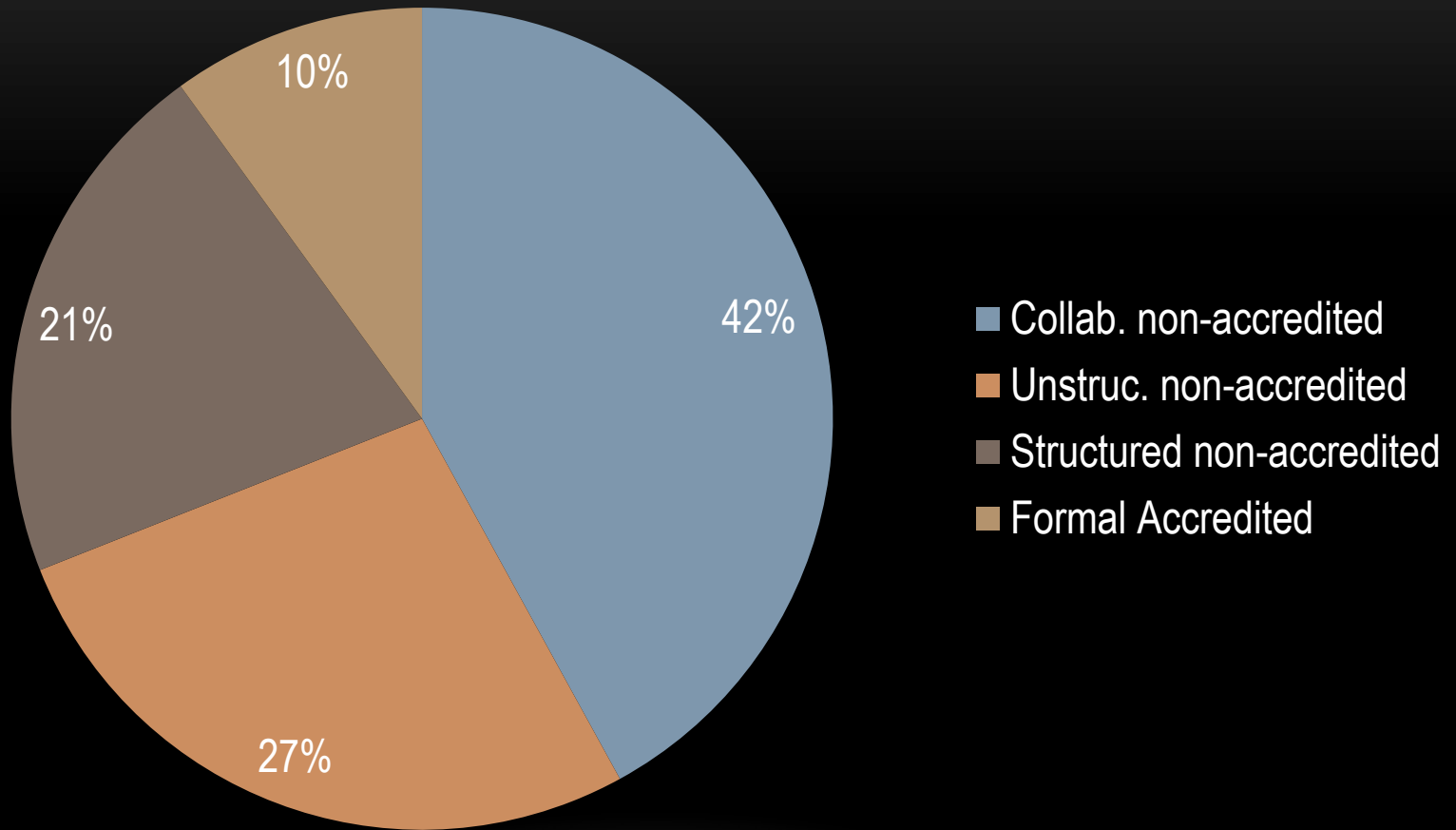
NUMBER OF POSTS ON PORTFOLIOS



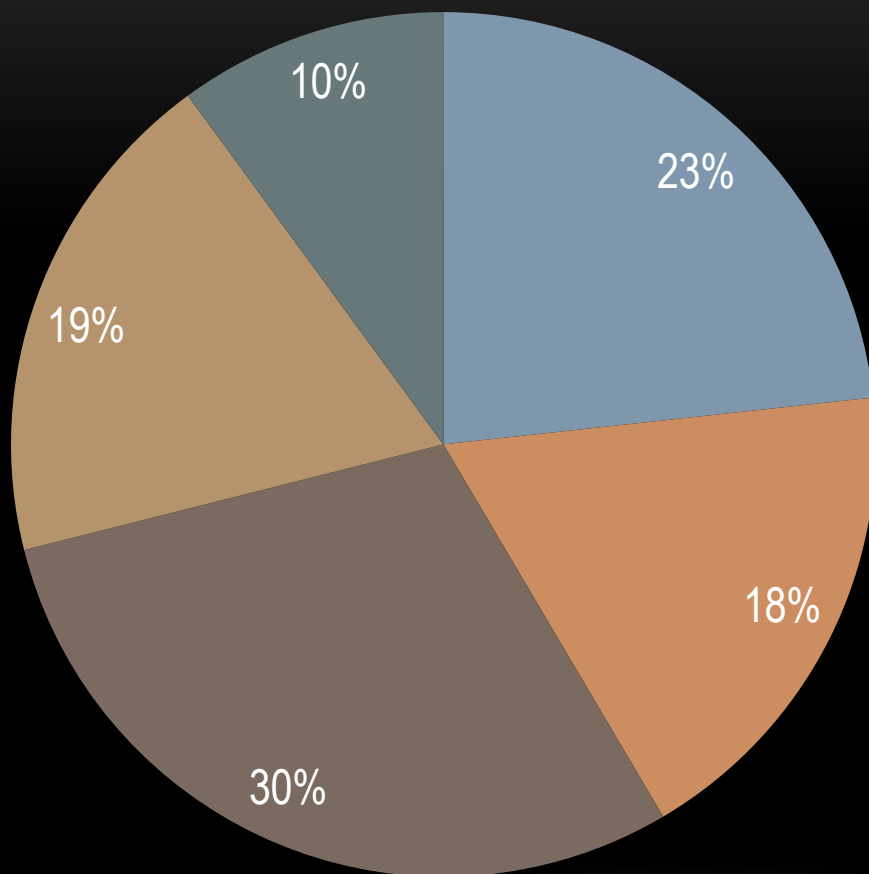
BREAKDOWN

- 95 posts in
- 100 typologies / categories (4 non categorised)
- 159 Domains listed (13 missing domains)
- C10 posts mean and median

Typology of activity



Domains



- Professional Communication and Dialogue
- Professional Identity Values and Development
- Professional Knowledge and Skills
- Personal and Professional Digital Capacity
- The Self

SEVEN(ISH) PROMPTS

-

1 What (if) did you find useful about the process?

2 How do the NF Domains map to your work? Is it a useful lens to view your CPD?

3 Did the typologies help you think of how your CPD

4 What would you do differently and what did you do that worked well?

5 How do you plan to carry this forward? Do you plan to use this or take it to make a new eportfolio?

6 Do you think this process is useful for librarians, even if not "teaching"?

7 Did you find the reflection useful? Is the portfolio a good place for it? What did you learn? (particularly about yourself and your learning/development)



1

What (if) did you find useful about the process?

1 USEFUL

Collegiality

“The most useful aspect ...was the informal networking.”

“-The networking aspect was a highlight”

“I liked the collaborative aspect of the project”

Focus on CPD

“a chance to think about the CPD or lack of it in certain areas”

“think about what I do with regard to CPD “

Also cataloguing activities

2

How do the NF Domains map to your work? Is it a useful lens to view your CPD?

2 DOMAINS

Positive

“a useful way to consider some aspects of my work”

“I found them really useful... really captured the rounded nature of PD activities”

Less positive

“I am unsure if the current NF domains map directly to my work/training....
certainly a good starting point”

“A bit “meh”, to be honest”

“I’m still a bit confused about ‘The Self’ Domain”

3

Did the typologies help you think of how your
CPD

3 TYPOLOGIES

Generally met with approval

“The typologies allowed me to consider activities as CPD that I may not have previously, particularly some of the unstructured and non-accredited.

They also allow me to see areas that I might focus on developing further.”

“helped me to realise that activities I wouldn’t have originally marked down as CPD are actually relevant.”

“provided scope to capture the informal as well as formal “

4

What would you do differently and what did you do that worked well?

WHAT DID YOU DO WELL

“I decided to use the DIEP Reflective writing... think I might have gone a bit off tangent without it!”

“The discipline of simply documenting activities “

“the collaboration with other professionals - librarians and non-librarians.”

WOULD YOU DO DIFFERENTLY

Time

“updated my eportfolio on the day of the activity!

“attend a few more group sessions”

“I would not record all interactions as part of the CPD process”

“I would structure the process so that there was allocated time each week for it. “

Look

Be bolder visually.

5

How do you plan to carry this forward? Do you plan to use this or take it to make a new eportfolio?

STICK OR TWIST?

Stick

“I think I’ll use this one going forward, although a little bit of rebranding...”

“would ...use this in future... a little dishonest to make a new ePortfolio”

Twist

“I do intend on continuing in some capacity... . I don’t intend carrying on with my eportfolio in the form it is now however. The process of documenting for such a specific audience did influence the writing, so I am inclined to rethink my approach there. I may separate documenting my day to day activities from my public portfolio.”

“I would probably start with a new e-portfolio

6

Do you think this process is useful for librarians, even if not "teaching"?

USEFUL FOR LIBRARIANS?

Yes

“Yes, I definitely think this is useful. It helped me to see the value that Librarians bring to colleges and it’s always good to market yourself and the work that your library does.”

“Yes definitely. Librarians need not so much CPD per se as situational awareness, “

Yes i think it was useful in terms of creating awareness of the different learning channels that we use.”

Maybe

“I am not sure... I think if I am to develop an ePortfolio for Library Staff, as most do not teach, then I am going to have to think about looking at the domains in the framework”

7

Did you find the reflection useful? Is the portfolio a good place for it? What did you learn (particularly about yourself and your learning/development)?

PROCESS / REFLECTION

Reflection

“I am not sure that a reflection is necessary for all of the CPD that I would engage in/with. ”

“as it pushed me from merely describing PD activity to reflecting on it to also capturing how the PD activity altered practice in the work setting”

“Returning to those initial entries and reflecting on a deeper level with the benefit of some distance is an approach I intend to continue with. This second reflection is where I might consider staying with the e-portfolio.”

PROCESS / REFLECTION

Learnings

“I learn by doing, and the theory comes afterwards, if at all. That maybe a lot of my learning is driven by fear of failure and the need to be more knowledgeable than others. ”

“I have learned that I need to do it more often, I intend to put time aside to continue to engage in CPD using the ePortfolio from the T&L Pilot.”

“I learned that sharing your PD activity with other people and they with you is hugely beneficial. It's like collaborative reflection.”

SOLUTIONISM

"There are a lot of advantages that we're still trying to learn about"

Stars and Stripes 2016



FURTHER WORK

- Adapt portfolios for librarians (non-teaching)
- Look at library domains and CPD
- Support network on digital skills
- Analyse the reflective discourse

SELECTED READINGS

- Europortfolio project –see
<http://www.eportfolio.eu/resources/contributions/technology/eportfolios-openledgers-openbadges-and-blockchains>
- Stephen D. Brookfield (2017) *Becoming a critically reflective teacher*. Jossey Bass
- Jennifer Moon (2006) *Learning journals: a handbook for reflective practice and professional development*. Taylor & Francis